

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON 25, D.C.
ERIC DOCUMENT RESUME

DATE OF RESUME

3-3-66

ED002744		2. ERIC SATELLITE CODE		3. CLEARING HOUSE CONTROL NO.		FOR INTERNAL ERIC USE ONLY (Do Not Write In Space Below)	
1. ACCESSION NO.						DATE RECEIVED	
4. SOURCE Board of Education of The City of Parsons, Kansas						IS MICROFILM COPY AVAILABLE? (Check one) ☒ Yes ☐ No	
5. TITLE A program to raise the reading level of the educationally deprived children and youth (both public and parochial) of Parsons, Kansas.						IS DOCUMENT COPYRIGHTED? (Check one) ☐ Yes ☒ No	
6. AUTHOR(S) Guthridge, Wallace H.						HAS COPYRIGHT RELEASE BEEN GRANTED? (Check one) ☐ Yes ☐ No	
7. DATE 8-8-65		8. PAGINATION 21p.		9. REFERENCES N.A.		DATE, NAME, AND COMPLETE ADDRESS OF AUTHORITY TYPE OF RELEASE	
10. REPORT/SERIES NO. N.A.		11. CONTRACT NO. N.A.					
12. PUBLICATION TITLE N.A.							
13. EDITOR(S) N.A.							
14. PUBLISHER N.A.							
15. ABSTRACT (250 words max.)							

An attempt to develop and improve the reading skills of nearly 300 educationally deprived students has been launched in a Title I project in Parsons, Kansas. Concentrating on selected students in grades 2-12 whose reading level is not commensurate with their age, grade level, or ability, the Board of Education is making a concerted effort to insure that the educationally deprived Parsons students enrolled in nonpublic schools will reap the benefits of this project along with the public school youngsters being served. Four reading specialists, each assigned to one of the four elementary schools in the target area, will identify student needs in the primary grade program in reading, spelling, and writing. The additional services of a reading clinic will be available to students in grades 4-6 whose reading difficulties are especially acute. At the junior high and high school levels, special arrangements have been made for the dual enrollment of disadvantaged nonpublic school students with their public school counterparts in a program of remedial instruction devised by one of the project's reading specialists.

16. RETRIEVAL TERMS (Continue on reverse)

disadvantaged youth
socially disadvantaged
low income
elementary education
secondary education
remedial reading program
reading achievement
remedial reading clinic

reading skills
inservice teacher education
parochial schools
guidance services
school libraries
budgets
public schools

17. IDENTIFIERS

Parsons, Kansas
Elementary and Secondary Education Act

ED002744

APPLICATION FOR FINANCIAL ASSISTANCE
FOR THE EDUCATION OF CHILDREN FROM LOW-INCOME FAMILIES
Title II, Public Law 89-10, as amended by P.L. 93-10, Title I

THIS IS COMPLETED BY STATE EDUCATIONAL AGENCY				INSTRUCTIONS	
STATE	EDUCATION	APPROVAL	DATE	Please read the accompanying instructions before completing this questionnaire.	
20-2	000	0000	000	Mail original and 3 copies to the State Educational Agency.	
CERTIFICATION LOCAL EDUCATIONAL AGENCY (LEA)					

THE APPLICANT DESIGNATED below hereby applies to the State educational agency for financial assistance pursuant to Public Law 89-10, Title II [Public Law 89-10, Title I] and assures that: The filing of this Part I of the application has been duly authorized by the legally constituted governing authority of applicant local educational agency and the representative executing this application has been duly authorized by formal action of said governing authority to file this Part I of the application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application. Said authorization was voted and made a part of the minutes in an official meeting of the governing authority held on November 9, 1965.

LEGAL NAME OF LOCAL EDUCATIONAL AGENCY		AUTHORIZED REPRESENTATIVE FOR LEA	
BOARD OF EDUCATION OF THE CITY OF PARSONS, KANSAS		NAME AND TITLE (Type or print) Wallace H. Guthridge, Superintendent of Schools	
CITY OR TOWN	COUNTY	MAILING ADDRESS (Street, city, State, Zip Code)	TELEPHONE (Area Code and Local No.)
Parsons	Labette	P. O. Box 377 Parsons, Kansas 67357	316 GA 1-5950
CONGRESSIONAL DISTRICT	STATE	SIGNATURE	DATE
Fifth	Kansas		Nov. 8, 1965

SECTION A—ORGANIZATION AND MEMBERSHIP DATA

1 NUMBER OF ELEMENTARY & SECONDARY SCHOOLS BY GRADE SPAN
MAKE AS MANY ENTRIES IN COL. 1 AS THERE ARE GRADE SPANS (Combinations of grades K-2, K-6, 7-9, etc.) INDICATE IN COL. 2 NUMBER OF SCHOOLS WITH EACH SUCH COMBINATION AND TOTAL NUMBER OF SCHOOLS.

GRADE SPAN	NO. OF SCHOOLS	GRADE SPAN	NO. OF SCHOOLS
K-6	1		
1-8	2		
7-9	1		
9-12	1		
10-12	1		
TOTAL NUMBER OF SCHOOLS:			4

3 LEGAL NAMES OF DISTRICT IN WHICH NON-RESIDENT CHILDREN REPORTED IN ITEM 2, COL. 3 RESIDE, AND THE COUNTY OR COUNTIES IN WHICH EACH SUCH DISTRICT IS LOCATED.

LEGAL NAME OF DISTRICT	COUNTY OR COUNTIES
113 English	Labette
114 Progress	Labette
5 Meadow View	Labette
31 Prairie Valley	Labette
Jt. 7 Service Valley	Labette
Jt. 104 South Mound	Labette
U. 4 Union IV	Labette
107 Galeburg	Neosho

2 CURRENT MEMBERSHIP AS OF FALL 1965, AS NEAR OCT. 1 AS POSSIBLE (Include data only for those grades for which applicant is responsible under State law. If necessary, estimate and write "Est." beside entry).

GRADE LEVELS	NUMBER OF RESIDENT AND NON-RESIDENT Use Best Data Available to Indicate Total Membership	NUMBER OF NON-RESIDENT If Data Not Available by Individual Grades, Bracket Grade Spans (1-8, 9-12, etc.) and Enter Total Number for Each Grade-Span
1	2	3
PRE-SCHOOL BELOW KIND.		
K	251	13
1	217	8
2	197	7
3	227	9
4	209	16
5	237	11
6	210	8
7	252	12
8	261	10
9	212	9
10	193	8
11	179	10
12	199	7
OTHER (incl. Special, Un-graded, etc.)	22	2
TOTALS:	2,869	130

ED002744

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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A	Expenditures from current revenues for: Administration, Instruction, Attendance, and Health Service, Pupil Transportation Services, Operation of Plant, Maintenance of Plant, and Fixed Charges (series 100-300 in handbook 11)	\$601,379.00	\$ 824,200		
B	Expenditures from current revenues for: Food Service deficit (handbook 11, account 930), Student-Body Activities deficit (account 1030), Improvements to Sites (account 1210-c), Remodeling Buildings (account 1220-c), and Initial or Additional Equipment (account 1230).	13,891.90	14,000		
C	Transfer payments to other local educational agencies for the education of applicant's children (TO BE COMPLETED ONLY BY AGENCIES NOT OPERATING ANY SCHOOL)	NA	NA		
D	(Sum of A, B, and C) TOTAL:	\$615,271.06	\$ 838,200		
3	AMOUNT OF MAXIMUM BASIC GRANT AS DETERMINED BY YOUR STATE EDUCATION AGENCY		\$ 136,282		
4	(IF BUDGET HAS FINAL APPROVAL, COMPLETE ITEMS 4A AND 4B BELOW)				
A	30 percent of amount in item 2d above for 1965-66		\$ 248,460		
B	Applicant's maximum basic grant in item 3 or 4a above, whichever is less		\$ 136,282		
(IF BUDGET DOES NOT HAVE FINAL APPROVAL, COMPLETE ITEMS 4C AND 4D BELOW)					
C	20 percent of amount in item 2d above for 1964-65		\$		
D	Applicant's maximum basic grant (item 3 or 4c above, whichever is less) pending final approval of 1965-66 budget		\$		
5	APPLICANT'S COMBINED FISCAL EFFORT 1963-64, 1964-1965				
YEAR 1	CURRENT EXPENDITURES (From accounts included in determining the amounts in line 2d above)			AVERAGE DAILY ATTENDANCE (See instructions) 5	AVERAGE PER PUPIL EXPENDITURE FROM NON-FEDERAL FUNDS (Col. 4 + Col. 5) 6
	TOTAL 2	FROM FEDERAL FUNDS (See instructions) 3	FROM NON-FEDERAL SOURCES (Col. 2-Col. 3) 4		
A 1963-64	\$ 798,791.35	None	\$ 798,791.35	2106.59	\$ 365.21
B 1964-65	815,271.06	None	815,271.06	2157.66	377.85
C Increases (Decreases) 1964-65 over 1963-64	16,479.71		16,479.71	Decrease 28.95	12.54
D Estimated amount 1965-66	\$ 828,200.00	None	\$ 828,200.00	2160.00	\$ 383.42
6	(IF AMOUNT SHOWN ON LINE 5C, COL. 6, IS A DECREASE, COMPLETE THE FOLLOWING)				
A	Amount of decrease		\$ NA		
B	5% of amount on line 5a, col. 6		\$ NA		
C	If line 6a above exceeds line 6b, does applicant assert that the combined fiscal effort for 1964-65 was not less than 1963-64? 1 ☐ YES 2 ☐ NO (If "Yes," explain.) If additional space is needed attach a separate sheet.				

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202DEC 20 1965
BUDGET BUREAU NO. 51-R518
APPROVAL EXPIRES 6-30-67APPLICATION FOR FEDERAL ASSISTANCE
FOR THE EDUCATION OF CHILDREN FROM LOW INCOME FAMILIES
Title II, Public Law 81-874 as amended by P.L. 89-10, Title I

ASSURANCES

NAME OF CHIEF STATE SCHOOL OFFICER

Adel F. Throckmorton
State Superintendent of Public Instruction
Topeka, Kansas

THE APPLICANT HEREBY ASSURES THE CHIEF STATE SCHOOL OFFICER THAT:

- a. The control of funds provided under this Title, and title to property derived therefrom, shall be in a public agency for the uses and purposes provided in this Title, and that a public agency will administer such property and funds and apply them only for the purposes for which they are granted.
- b. The local educational agency will make an annual report and such other reports to the State educational agency, in such form and containing such information, as may be reasonably necessary to enable the State educational agency to perform its duties under this Title, including information relating to the educational achievement of students participating in programs carried out under this Title, and will keep such records and afford such access thereto as the State educational agency may find necessary to assure the correctness and verification of such reports.
- c. The Assurance of Compliance (HEW 441) or court order or desegregation plan previously filed with the Office of Education in accordance with the regulations of the Department of Health, Education, and Welfare applies to this application.
- d. The amounts of non-Federal funds expended for free public education in the project areas will be maintained at the same level as they would have been maintained if no projects had been approved for those areas.
- e. In the case of construction required for the project—
 - (1) The applicant will cause work on the project to be commenced within a reasonable time after receipt of notification from the State Dept. of Public Instruction that funds have been allotted and to be prosecuted to completion with reasonable diligence;
 - (2) The rates of pay for laborers and mechanics engaged in the construction will be not less than the prevailing local wage rates for similar work as determined in accordance with Public Law Numbered 403 of the 74th Congress, approved August 30, 1935, as amended, under standards, regulations, and procedures prescribed by the Secretary of Labor; and
 - (3) The applicant will comply with the rules, regulations, and relevant orders of the President's Committee on Equal Employment Opportunity issued pursuant to Executive Order 10925 of March 6, 1961, as amended by Executive Order 11114 of June 22, 1963, in connection with any contract for construction for which it receives Federal assistance under Public Law 81-874, Title II.

SIGNATURE OF APPLICANT'S REPRESENTATIVE

Wallace H. Guthridge

DATE

November 10, 1965

COPY 2—OFFICE OF EDUCATION

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
 OFFICE OF EDUCATION
 WASHINGTON, D.C. 20202

 BUDGET BUREAU NO. 51-8513
 APPROVAL EXPIRES 6-30-67

APPROVED:

 APPLICATION FOR FEDERAL ASSISTANCE
 FOR THE EDUCATION OF CHILDREN FROM LOW-INCOME FAMILIES
 Title II, Public Law 91-074 as amended by P.L. 92-10, Title I

PART II—PROJECT APPLICATION

TO BE COMPLETED BY STATE EDUCATIONAL AGENCY					INSTRUCTIONS—Please read the accompanying instructions before completing this application. Mail original and 3 copies to the State Educational Agency.				
STATE CODE	STATE PROJECT NO.	DATE APPROVED	TOTAL AMOUNT APPROVED		FY OF FUNDS	MAXIMUM FEDERAL FUNDS AVAILABLE	AMOUNT PREVIOUSLY APPROVED	AMOUNT CURRENTLY AVAILABLE	
47	66009	12-6-65	\$ 42,200.00						
COUNTY CODE	LEA NO.	LEA PROJECT(S)		AMOUNT APPROVED					
		FISCAL YR.	NUMBER						
070	5352	1966	1	42,200.00	1	66	\$136,202	None	\$135,112
					2				
					3				
					4				

CERTIFICATION OF LOCAL EDUCATIONAL AGENCY (LEA)

The APPLICANT(S) DESIGNATED below hereby applies to the State Educational Agency for approval of a grant of Federal Funds for the purpose of providing programs for meeting the special educational needs of educationally deprived children of low-income families as set forth in this project application.

The applicant(s) declare(s) that the data in support of this application are correct and complete, that the filing of this application has been duly authorized by the local educational agencies designated below, that each undersigned officer has been duly authorized by formal action of local educational agencies to file this application for and in behalf of said applicant(s) and otherwise to act as the authorized representative(s) of the applicant(s) in connection with this application.

1. LEGAL NAME OF LOCAL EDUCATIONAL AGENCY		AUTHORIZED REPRESENTATIVE FOR LEA	
Board of Education of the City of Parsons, Kansas		NAME AND TITLE (Type or print) Wallace H. Guthridge, Supt. of Schools	
CITY OR TOWN	COUNTY	MAILING ADDRESS (Street, City, State, Zip Code)	TELEPHONE (Area Code and Local No.)
Parsons	Labette	P. O. Box 377 Parsons, Kansas 67357	316 GA 1-5950
CONGRESSIONAL DISTRICT	STATE	SIGNATURE	DATE
Fifth	Kansas		Nov. 2, 1965

CERTIFICATION OF LOCAL EDUCATIONAL AGENCIES FOR COOPERATIVE PROJECTS

2. LEGAL NAME OF LOCAL EDUCATIONAL AGENCY		AUTHORIZED REPRESENTATIVE FOR LEA	
		NAME AND TITLE (Type or print)	
CITY OR TOWN	COUNTY	MAILING ADDRESS (Street, City, State, Zip Code)	TELEPHONE (Area Code and Local No.)
CONGRESSIONAL DISTRICT	STATE	SIGNATURE	DATE
3. LEGAL NAME OF LOCAL EDUCATIONAL AGENCY		AUTHORIZED REPRESENTATIVE FOR LEA	
		NAME AND TITLE (Type or print)	
CITY OR TOWN	COUNTY	MAILING ADDRESS (Street, City, State, Zip Code)	TELEPHONE (Area Code and Local No.)
CONGRESSIONAL DISTRICT	STATE	SIGNATURE	DATE
4. LEGAL NAME OF LOCAL EDUCATIONAL AGENCY		AUTHORIZED REPRESENTATIVE FOR LEA	
		NAME AND TITLE (Type or print)	
CITY OR TOWN	COUNTY	MAILING ADDRESS (Street, City, State, Zip Code)	TELEPHONE (Area Code and Local No.)
CONGRESSIONAL DISTRICT	STATE	SIGNATURE	DATE

SECTION A—PROJECT INFORMATION

1. BRIEF DESCRIPTIVE TITLE OF THE PROJECT A program to raise the reading level of the educationally deprived children and youth (both public and parochial) of Parsons, Kansas.

2. DESCRIBE THE PROJECT, USING ONLY THE SPACE BELOW Because the educationally deprived children of this community are not learning to read commensurate with their ability, we would employ six reading specialists to work with these children until even the slowest readers, leaving aside the mentally retarded, could read at at least the sixth grade level.

3. PROPOSED SCHEDULE FOR PROJECT

DATES

A. PLANNING AND ADMINISTRATIVE PREPARATION (Include activity begun prior to submission of this application)
Program written in August, 1965

BEGINNING

August, 1965

B. CONDUCT OF PROJECT
During the immediate academic year and summer

BEGINNING

8-21-66

ENDING

6-31-66

4. LOCATION OF PROJECT IN SCHOOL ATTENDANCE AREAS HAVING HIGH CONCENTRATIONS OF CHILDREN FROM LOW-INCOME FAMILIES

NAME OF SCHOOL(S) IN ATTENDANCE AREAS (If cooperative project, give name of LEA after name of school)

GRADE SPAN

MEMBERSHIP AS OF OCT. 1, 1965

McKinley

K-6

361

Lincoln

K-6

265

Garfield

K-6

392

Washington

K-6

327

Parsons Jr. High

7-12

572

Parsons Senior High

10-12

469

TOTAL:

2,385

5. ESTIMATED NUMBER OF CHILDREN RESIDING IN THESE ATTENDANCE AREAS AND ATTENDING NON-PUBLIC SCHOOLS

A. ELEMENTARY GRADE SPANS

1

TO

5

345

B. SECONDARY GRADE SPANS

9

TO

12

139

C.

TOTAL:

484

6. ESTIMATED NUMBER OF ALL CHILDREN AGED 5-17 LIVING IN THESE ATTENDANCE AREAS

A. NUMBER ENROLLED IN ANY PUBLIC OR NON-PUBLIC SCHOOL

2,869

B. NUMBER NOT ENROLLED IN ANY SCHOOL

100 est.

C.

TOTAL:

2,969

7. NUMBER OF CHILDREN AND ADULTS PARTICIPATING DIRECTLY IN THIS PROJECT (If this is a cooperative project, enter totals here and provide a separate table for each local educational agency.)

A. NUMBER OF CHILDREN PARTICIPATING (See instructions)

AMOUNT OF TIME PER CHILD

AVERAGE NUMBER

GRADE LEVEL

NUMBER ENROLLED

PUBLIC

NON-PUBLIC

NOT ENROLLED

WEEKS

HOURS PER WEEK

HOURS PER CHILD

PRE-SCHOOL

K

1

2

3

4

5

6

7

8

9

10

11

12

OTHER

TOTAL:

222

66

330

64

1960

AVERAGE ALL GRADES:

30

6

180

B. NUMBER OF ADULTS PARTICIPATING

A. TEACHERS

5

B. PARENTS

C. ADMINISTRATORS

also a 1 teacher

D. ADULT VOLUNTEERS

E. OTHER SCHOOL PERSONNEL

F. OTHER ADULTS (Specify)

TOTAL:

6

8. NUMBER OF OTHER CHILDREN IN THIS PROJECT AREA WHO NEED THE SERVICES TO BE PROVIDED BY THIS PROJECT OR A PREVIOUSLY APPROVED PROJECT

NUMBER

100

9. NUMBER OF OTHER EDUCATIONALLY DEPRIVED CHILDREN IN THIS PROJECT AREA WHO NEED OTHER TYPE OF SERVICES THAN THOSE PROVIDED BY THIS PROJECT

TYPE OF SERVICE

NUMBER OF CHILDREN

Counseling

200

Library

200

TOTAL:

400

10 PROJECT BUDGET—NON-CONSTRUCTION (to be limited to additional cost directly attributable to this project). Submit further detail, including equipment lists, as requested by the State educational agency.

ITEM		SALARIES	OTHER	TOTAL
100	Administration	6,300	900	7,200
200	Instruction	28,000	5,000	33,000
300	Attendance Service			
400	Health Services			
500	Pupil Transportation Service			
600	Operation of Plant			
700	Maintenance of Plant			
800	Fixed Charges			
900	Food Services			
1000	Student Body Activities			
1100	Community Services			
	(Sum of items 300 through 1100) SUBTOTAL:	34,300	5,900	40,200
1220c	Minor Remodeling			
1230	Initial or Additional Equipment		2,000	
	Other—Specify			
	(Sum of items 1220 and 1230) SUBTOTAL:		2,000	2,000
	GRAND TOTAL:	34,300	7,900	42,200

Estimated amount required for expenses to be incurred by December 31, 1965

None

Does the total under "other" include any amount for contracted services?

☐ Yes ☒ No If yes, please explain on an attachment.

11 DISTRIBUTE THE AMOUNT OF THE GRAND TOTAL IN ITEM 10 AMONG THE FOLLOWING CATEGORIES

CATEGORIES		AMOUNTS FOR NEW ACTIVITIES IN PROJECT AREA	AMOUNTS FOR EXTENSION OF EXISTING ACTIVITIES IN PROJECT AREA
A	For instruction and curricular projects expansion, reinforcement, improvement, or addition to curriculum	42,200	
B	In service training; workshops, etc.		
C	For educational services, such as guidance, social work, psychological and psychiatric services		
D	For supporting services, such as food, health, recreational, and home services		

12 DOES THE AMOUNT "TOTAL SALARIES" IN ITEM 10 INCLUDE ANY PROPOSED PAYMENTS TO PRESENT PERSONNEL IN EXCESS OF REGULAR SALARY SCHEDULES? ☐ YES ☒ NO IF "YES" INDICATE THE AMOUNTS

A Salary increases due to additional working hours

\$ _____

B Salary increases for other purposes (attach detailed explanation)

\$ _____

CLASSIFICATION (Handbook IV number)	ACTIVITY ASSIGNMENT	TEACHING ASSIGNMENTS ACTIVITY ASSIGNMENT		OTHER PROFESSIONAL AND TECHNICAL ASSIGNMENTS	
		MORE THAN HALF-TIME	HALF-TIME OR LESS	MORE THAN HALF-TIME	HALF-TIME OR LESS
2230.01	1 TEACHING ASSIGNMENTS Teacher—Pre-school				
	2 Teacher—Kindergarten	4			
	3 Teacher—Remedial reading and language development			6	
	4 Teacher—Speech correctionist	1			
	5 Teacher—Emotionally disturbed				
	6 Teacher—Physically handicapped				
	7 Teacher—Mentally retarded	3			
	8 Teacher—Socially maladjusted				
	9 Other teaching assignments not specified above				
	10 (Sum of items 1-9) SUBTOTAL:	8		6	
2230.02	11 Teacher aide assignment				
2230.03	12 Librarian assignment	2			
2230.04	13 Supervision assignment	6			
2230.05 to .09	14 Administration assignment (inc. 2230.05, .06, .07, .08, .09)	7		4	
2230.15	15 Counseling assignment	2			
2230.16	16 Psychologist assignment				
2230.17	17 Testing assignment				
2230.18	18 Social work assignment				
2230.19	19 Attendance assignment				
2230.20	20 Nurses assignment		2		
2230.21	21 Physician assignment				
2230.22	22 Dentist assignment				
2230.23	23 Dental Hygienist Assignment				
2230.30	24 Other Professional and Technical Assignments (Not Specified Above)				
	25 (Sum of items 11 through 24) SUBTOTAL:	17	2	4	
	26 (Sum of items 10 and 25) GRAND TOTAL:	25	2	10	

14 POSITIONS TO BE ADDED AS STAFF MEMBERS OF THE PROJECT

INSTRUCTIONS—For columns 3 and 4, use separate lines for more than half-time and half-time or less

SPECIFIC POSITION TITLE 1		ACTIVITY ASSIGNMENT (Col. 2, Item 13) 2	NUMBER EMPLOYED		NUMBER OF MONTHS OF EMPLOYMENT 5	NUMBER OF UNPAID VOLUNTEERS 6
			MORE THAN HALF-TIME 3	HALF-TIME OR LESS 4		
A TEACHING POSITIONS						
Reading Program Coordinator		3	1		7	
Reading Specialist		3	5		7	
TOTALS:			6			
B OTHER POSITIONS						
Office Secretaries		14	4		7	
TOTALS:			4			
C (A and B) TOTAL:			10			

15 CAN THE SERVICES AND ACTIVITIES DESCRIBED IN THIS PROJECT APPLICATION BE PROVIDED IN OWNED OR RENTED FACILITIES, OR IN RENTED FACILITIES?

1 ☒ YES 2 ☐ NO (If "NO," complete items 16 and 17 and give explanation below under "remarks.")

16 REQUEST FOR FEDERAL FUNDS TO CONSTRUCT SCHOOL FACILITIES REQUIRED FOR THE OPERATION OF THE PROJECT

A DESCRIPTION OF NEW FACILITIES TO BE CONSTRUCTED OR MAJOR ALTERATIONS PROPOSED FOR EXISTING FACILITIES. (Please attach drawing)

None

B ESTIMATED COST OF PROPOSED FACILITIES

HANDBOOK 11 REFERENCE NO. 1	FACILITIES 2	AMOUNT 3	TOTAL AMOUNT 4
1210C	1 Site preparation and improvements	\$	
1220B	2 Erection of new structures or additions		
1220C	3 Remodeling, alteration, conversion or improvement of existing structures		
1220B, C	4 Utility connections (if not included above)		
	5 (Lines 1 through 4) SUBTOTAL:		
1220B, C	6 Built-in equipment (if not included above)		
1220B, C	7 Movable equipment (Attach list)		
	8 (Lines 6 and 7) SUBTOTAL:		
1220A	9 Architectural and Engineering Services		
1220A	10 Legal and administrative services		
	11 (Lines 9 and 10) SUBTOTAL:		
	12 (Lines 5, 8, and 11) GRAND TOTAL:		

17 PROPOSED SITE FOR CONSTRUCTION OF SCHOOL FACILITY

A IS SUITABLE SITE AVAILABLE?

1 ☐ YES 2 ☐ NO

B. LOCATION OF SITE

C APPLICANT'S INTEREST IN THE SITE

1 ☐ TITLE 2 ☐ LEASE 3 ☐ OPTION TO PURCHASE 4 ☐ OTHER (Specify)

REMARKS

Part C. - Application of the Board of Education, Parsons, Kansas, Under
Title I, P. L. 89-10

IDENTIFICATION OF SCHOOL ATTENDANCE
AREAS AND SPECIAL EDUCATIONAL NEEDS

1. The following data give some indication of the distribution of students from low income families.

<u>School</u>	Number of Students From Families Re- ceiving ADC	Number of Students From Families Re- ceiving General Assistance	Percentage of School Population Receiving Aid
McKinley	80	6	86 - 24%
Lincoln	54	3	57 - 21%
Garfield	45	6	51 - 13%
Parsons Jr. High	73	2	75 - 13%
Parsons Sr. High	39	5	44 - 8%
Washington	22	7	29 - 6%

The above figures were taken from the records of the Labette County Social Welfare Office. Mr. Norman Rogers, Director of the Social Welfare Office, said "that in addition to these students there are a considerable number of students in the Parsons schools whose families have incomes of less than \$2,000 per year. This number might approximate the number from welfare homes." Many of the students from these low income families are Negroes. Therefore, they are from both socially and racially disadvantaged groups. These marginal students are scattered throughout the Parsons school system.

Father Cushing, administrator of the St. Patrick's School, reported that the Catholic Parochial Schools have 21 students from families receiving ADC and 7 from families receiving General

Assistance for a total of 28. The Parochial schools are located on the North side of town, as is the Washington building. We, therefore, believe that considering the Parochial students who are classified as being from low income families, along with those in the Washington building, that Washington School needs the program and should qualify for it.

Since low income families are scattered throughout this community, we submit that all of the Parsons public schools enroll a sufficient number of children from low-income families that the best approach in meeting the needs of the socially and educationally disadvantaged students is to make this program available to all students in all schools.

2. A program toward a more effective education for socially disadvantaged youth, recognizing the psycho-social factors involved in the development of abilities.

Needs:

Although the school system in Parsons, Kansas, is one which adequately meets the needs of most of the students, there is room for considerable improvement with respect to the socially disadvantaged children and youth.

A. Socially disadvantaged children and youth are not learning to read commensurate with their abilities.

B. Socially disadvantaged children are in need of educational and social counseling and guidance, and in many cases psychological services. Elementary students do not have access to either service at the present time.

C. Socially disadvantaged children need to make use of central library facilities because quite often borrowed books are the only

ones available at home. None of the elementary schools now have central library facilities.

Using the Iowa Test of Basic Skills, the director of the primary cycle in Parsons has identified 60 students in the third year who need remedial reading immediately. Using the same test, Father Cushing has identified 12 Parochial students in the third year who need remedial reading immediately. In addition to these 72 students, 70 students in the public schools and 20 Parochial students in grades 4 through 6 have acute reading problems. The two secondary schools have each identified 60 students who need immediate remedial reading instruction.

A. Elementary School Remedial Reading

Because we are convinced that a common denominator among unsuccessful school children is the failure to develop reading skills, we wish to develop in each of our schools remedial reading instruction for those students who are falling behind their class in reading.

We would place in each of the four elementary schools one full-time reading specialist who would work with those students who have been identified as having reading difficulties. Because commencing at about grade 4, reading becomes the most basic tool for learning, it is essential that pupils with reading difficulties be identified early. In each of our four elementary schools the reading specialist would select those students in the primary cycle at the beginning of their third year who have reading problems and who would be expected to have difficulty with the fourth grade. This reading specialist would be assigned to these students and given a free hand to develop skills in reading, spelling, and written language. The students could be easily identified by the use of the

achievement tests already in use in the elementary schools, past grades in these skills, and conferences with the primary cycle teachers and director of the primary cycle program. Studies of a similar program which has been in practice in St. Louis since 1953, show that pupils in these special classes more than hold their own in later school work after a maximum of one year in this special class. These competent reading specialists will be committed to the task of making successes out of past failures and providing these socially disadvantaged children with an opportunity to succeed.

For those students in grades 4-6 whose reading difficulties are even more acute, individual tests of intelligence and scholastic aptitude should be given to identify those whose ability may have been hidden by reading difficulties on the group paper and pencil tests. A pupil scoring low on both kinds of tests would be a candidate for our special education program. A pupil who scores high on an individual test might make a considerable improvement by extra instruction with the reading specialist at the elementary school two or three times a week in a reading clinic situation.

Children in grades 4-6 could attend these clinics arranged with the reading specialist at the elementary school for two to three years two or three times a week while they continue to attend their elementary school.

In-Service Training

Another important aspect of this reading program is that it can make an excellent in-service training center for upgrading regular elementary teachers. The instruction with the primary cycle students, the clinic with the 4-6 grade students, and the contact with the home that the reading specialist would, of course,

have to make in order to more fully understand the background of the students and to elicit the cooperation of the parents in this task could serve as excellent examples of good teaching.

Secondary Remedial Reading

In order to provide for the needs of the socially disadvantaged students in our secondary schools who have not had the benefit of remedial reading we would place a reading specialist at the junior high school and another one at the senior high school. These teachers working closely with the English teachers already on the staff and with past grades, achievement test scores, and individual intelligence tests where needed, would identify those students who need remedial reading. A survey of records would indicate that 15% of the students at each school are in desperate need of this instruction. These educationally deprived children certainly include the socially disadvantaged.

These students would then be scheduled in the reading room, 12 at a time, for one hour at a time each day of the week. They would remain for as long as the need was apparent, and they seemed to be making progress. The students would come from the English classes and receive credit for English. This would be far better than asking them to read literature which is several grades above them in degree of difficulty.

Parochial Students

The reading instruction at each elementary school would be available to the parochial students. In the case of the third year program, these students would spend one half day in the special reading room. They would return to their parochial schools the

other half day. In grades 4-6 they would be able to attend regularly at the parochial school and attend the clinic two or three times a week just as the public school students.

At the Secondary level Parochial students could participate through dual enrollment.

Materials and Evaluation

Obviously the reading specialists will need special equipment and materials with which to carry on their program. Special tests, audio-visual aids, and the SRA reading laboratory are merely some of the necessary items. The six reading specialists should be given some authority to determine their needs and one of them would be named Coordinator of the Reading Program. It would be his responsibility to make periodic evaluations of the students' progress and use objective reading achievement tests to do this. He would prepare an annual report and work closely with the Director of Pupil Personnel Services, keeping him informed of the progress. He would supervise the reading equipment and materials budget, and make request for purchase to the Director of Pupil Personnel Services.

The reading program would probably help educationally deprived children other than those we might classify as socially disadvantaged, but the reading specialists would be certain to keep the needs of the socially disadvantaged uppermost in their minds. Thus, the socially disadvantaged would be helped without actually being identified as such. They certainly would account for a high percentage of the enrollment in the various phases of the Reading Program.

B. Counseling and Guidance

Recognizing that the socially disadvantaged children and youth are in need of educational counseling and guidance and in many cases psychological services, we would employ 2 elementary guidance consultants, a junior high counselor, a school psychologist, and a director of pupil personnel services. This would make it possible for us to identify potential dropouts, and gifted and handicapped students among the disadvantaged.

School Psychologist

A school psychologist's services will be extremely valuable to us because not only would he be responsible for the individual testing necessary for the reading program (at least until our counselors become fully qualified to administer individual tests) but he could serve as a consultant to regular staff members in helping them understand the particular needs of the socially disadvantaged students. He could provide counseling services and spot emotional problems before it is too late to do anything about them. The counselors could refer students and families to him for further study. Here in Parsons we are fortunate to have the Parsons State Hospital and Training Center, which is a complete clinical facility. This facility and staff can further the effectiveness of the school psychologist.

Guidance Consultant

The general orientation of the elementary guidance consultant would be to focus on the learning problems which can be remedied by environmental manipulation of some kind -- either in school or from school. Working on the assumption that deviate school behavior is caused, it will be his primary job to study cases and attempt to

identify causal factors as they exist. A second assumption is that interpersonal relations are probably among the most causal factors associated with learning problems in the elementary school, and these may involve any or all significant persons who come in contact with the elementary school child -- including parents, other children, teachers, and other adults. The consultant, therefore, would have to have enough training to be respected by teachers, enough authority to be accepted by principals, and enough age and tact to be listened to by parents, in addition to the warmth and approachability necessary to be able to relate to children.

The functions of such a position, grounded in the very general framework of a learning situation, would call for the following methods:

- (1) Study individual students in and out of the normal learning environment of school in as much detail or as extensively as need be to understand the problem at hand. The need for such studies would arise from teacher referrals and case conferences at the elementary schools. The elementary guidance consultant would have to work closely with the school psychologist, and there may be cases he will wish to refer to him for further study.
- (2) Consult with those significant others as a part of the individual study who may understand or contribute to the behavior being studied.
- (3) Propose possible solutions appropriate to the individual, the significant others, and the policies of the school.
- (4) Select and execute the most acceptable solution with a manner which would promote continued growth for the individual and the school situation.

- (5) Follow the proposed solution with planned periods of evaluation and subsequent modifications in the solution if the need is shown.

Director of Pupil Personnel Services

The Director of Pupil Personnel Services would be responsible directly to the superintendent of schools and would be responsible for all projects in our Title I program. He would closely supervise and evaluate the reading, the counseling and guidance services, and the library services, and have such other responsibilities as may be assigned by the superintendent of schools.

In summary, then, it appears that the basic orientation of this part of our project is centered in an educational approach built on learning theory with practices which borrow from several disciplines. In that respect, it may be typically described as a multi-discipline approach to elementary guidance which is geared to the earliest school years but which remains open to modification as it matures. It will be specifically designed to provide for the special needs of the socially disadvantaged.

Parochial Students

The services of the psychologist and the guidance consultants would be made available to the parochial schools. In fact, many of these services would be automatically provided to those parochial students who participated in the Reading Program.

Materials and Evaluation

There will be special equipment and materials needed, and the school psychologist and elementary guidance consultants would be given a budget to provide these items.

The counselors and school psychologist would meet regularly with the Director of Public Personnel and early identify the material needs of the program. Under the guidance of the Director of Pupil Personnel Services it would become one well coordinated system-wide guidance program. They would develop careful means of evaluation in terms of the needs of socially disadvantaged children and youth. The Director of Pupil Personnel Services would be responsible for an annual evaluative report on the progress of the program.

C. Libraries for the Elementary Schools

We would purchase 4 prefabricated units, each 26' by 38', and place one at each of the public elementary schools. Two librarians would be hired to serve a half day at each of the elementary schools. Parochial students and teachers would have access to the services of the library and the librarian.

Summary

In this application requesting assistance under Title I of Public Law 89-10 we have stated the problems of the socially and educationally disadvantaged students living in our attendance area. We have defined the objectives and planned a program which will help solve the problems that exist.

We have pledged that each phase of the program will be carefully evaluated with the needs of the disadvantaged student in mind. Certain means of making these evaluations have been proposed.

Our program is based primarily upon the addition of certain competent instructional personnel. Their tasks have been defined and the working relationship with other staff members already available has been explained.

Certain materials and equipment will be necessary for each phase of the program. Where possible these materials have been described. In most cases, however, a budget has been provided for use by the person to be hired.

All phases of our program will be available to children and youth enrolled in parochial schools, and the Catholic administrators have cooperated in planning these projects.

Perhaps the factor which interferes most with an effective education of socially disadvantaged children is the belief that these children are, by virtue of their group identification, uneducable. A child who is approached and treated as if he is unable to learn will actually become unable to learn. Because of the importance of the teacher's contribution to the self-image of children and because it is believed that there is a relationship between the child's image of himself and his ability to learn, we center our application on the addition of extremely competent individuals in the following areas:

1. 4 elementary reading specialists
2. 2 secondary reading specialists
3. 2 elementary guidance consultants
4. 1 junior high Guidance Counselor
5. 1 school psychologist
6. 1 Director of Pupil Personnel Services
7. 2 elementary school librarians
8. 5 secretaries (4 at elementary level and 1 for the Director of Pupil Personnel Services).

The above needs of the program have been placed under three projects: Reading, Counseling, and Library Services. The proposed budget is as follows for the first 7 months from 1-24-66 to 8-31-66.

Reading

5 Reading Specialists @ \$4,550 for 7 months	\$ 22,750
1 Reading Coordinator @ \$5,250 for 7 months	5,250
Materials and equipment	7,900
4 Secretaries (elementary) @ \$1,575 for 7 months	<u>6,300</u>
	\$ 42,200

Counseling

Director of Pupil Personnel Services for 7 months	\$ 5,833
School Psychologist for 7 months	5,600
2 Elementary Guidance Consultants @ \$4,550 for 7 months	9,100
1 Junior High Counselor for 7 months	4,550
Secretary to Director for 7 months	1,575
Materials and equipment	<u>5,324</u>
	\$ 31,982

Library Services

4 Pre-fab rooms @ \$12,000	\$ 48,000
2 Librarians @ \$4,550 for 7 months	9,100
Materials and equipment	<u>5,000</u>
	\$ 62,100

GRAND TOTAL OF PROJECTS

Reading	\$ 42,200
Counseling	31,982
Library	<u>62,100</u>
TOTAL	\$136,282
Entitlement	\$136,282